



| ** = Core Lessons  | Grades PreK-2 Core<br>Scientific Inquiry,<br>Literacy and Numeracy  | CT Science Curriculum Conceptual Themes, Content Standards and Core Science Curriculum Framework   | <b>Grade-Level Expectations</b> Students should be able to:   | Assessment   |
|--|---|--|---|--|
| Unit 1: Introduction  Lesson 1: What is IPM?**               | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.9: Count, order and sort objects by their properties.   | <ul> <li>PROPERTIES OF MATTER:</li> <li>K.1 – Objects have properties that can be observed and used to describe similarities and differences.</li> <li>K.1.a. – Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.</li> </ul>                                 | Standard K.1: 6. Count, order and sort objects by their observable properties.  | A3. Count objects in a group and use mathematical terms to describe quantitative relationships such as: same as, more than, less than, equal, etc.   |
| Unit 1: Introduction  Lesson 2: Maples,  Mosquitoes, and Me! | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.3: Make predictions based on observed patterns.  A INQ.5: Seek information in books, magazines and pictures.  A INQ.6: Present information in words and drawings. | <ul> <li>PROPERTIES OF MATTER:</li> <li>K.1 – Objects have properties that can be observed and used to describe similarities and differences.</li> <li>K.1.a. – Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.</li> <li>HEREDITY AND EVOLUTION</li> </ul> | Standard K.1:  2. Make scientific observations using the five senses, and distinguish between an object's observable properties and its name or its uses.  3. Classify organisms or objects by one and two observable properties and explain the rule used for sorting (e.g., | A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A6. Describe characteristics that distinguish living from nonliving things. |







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|--|---|--|---|--|
|  | A INQ.9: Count, order and sort objects by their properties.   | <ul> <li>K.2 – Many different kinds of living things inhabit the Earth</li> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.</li> </ul> | size, color, shape, texture or flexibility).  6. Count, order and sort objects by their observable properties.  Standard K.2:  1. Observe and describe differences between living and nonliving things in terms of growth, offspring and need for energy from "food."  2. Sort and count living and nonliving things in the classroom, the schoolyard, and in pictures. |  |
| Unit 1: Introduction  Lesson 3: Leaves, Legs, or Neither | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.3: Make predictions based on observed patterns. | <b>PROPERTIES OF MATTER: K.1</b> – Objects have properties that can be observed and used to describe similarities and differences.   | Standard K.1:  2. Make scientific observations using the five senses, and distinguish between an object's observable  | A3. Count objects in a group and use mathematical terms to describe quantitative relationships such as: same as, more than, less than, |







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|-------------------|---|--|--|---|
|                   | A INQ.5: Seek information in books, magazines and pictures.  A INQ.9: Count, order and sort objects by their properties.  AINQ. 10 Represent information in bar graphs. | K.1.a. – Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.  HEREDITY AND EVOLUTION  K.2 – Many different kinds of living things inhabit the Earth      K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli. | properties and its name or its uses.  3. Classify organisms or objects by one and two observable properties and explain the rule used for sorting (e.g., size, color, shape, texture or flexibility).  6. Count, order and sort objects by their observable properties.  Standard K.2:  1. Observe and describe differences between living and nonliving things in terms of growth, offspring and need for energy from "food."  2. Sort and count living and nonliving things in the classroom, the schoolyard, and in | equal, etc.  A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A6. Describe characteristics that distinguish living from nonliving things. |







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|---|--|--|--|---|
| Unit 2: Protecting the Planet  Lesson 1: Sharing the Planet** | A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures. | <ul> <li>HEREDITY AND EVOLUTION</li> <li>K.2 – Many different kinds of living things inhabit the Earth</li> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.</li> <li>ENERGY IN THE EARTH'S SYSTEMS</li> <li>K.3 – Weather conditions vary daily and seasonally.</li> <li>K.3.a – Daily and seasonal weather conditions affect</li> </ul> | pictures.  4. Observe and write, speak or draw about similarities and differences between plants and animals  Standard K.2:  4. Observe and write, speak or draw about similarities and differences between plants and animals.  Standard K.3:  4. Write, speak or draw ways that weather influences humans, other animals and plants. | A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans). |







| Unit / Lesson   | Grades PreK-2 Core   | CT Science Curriculum   | Grade-Level  | Assessment   |
|---|--|---|--|--|
|   | Scientific Inquiry,  | Conceptual Themes,  | Expectations   |  |
| ** = Core Lessons   | Literacy and Numeracy  | Content Standards   | Students should be   |  |
|   |  | and Core Science  | able to:   |  |
|   |  | Curriculum Framework  |  |  |
|   |  |   |  |  |
|   |  | what we do, what we wear and how we feel.   |  |  |
| Unit 2: Protecting the Planet  Lesson 2: Beauty Has Its Price** | A INQ.1: Make observations and ask questions about objects, organisms and the environment. | <ul> <li>ROPERTIES OF MATTER:</li> <li>K.1 – Objects have properties that can be observed and used to describe similarities and differences.</li> <li>K.1.a. – Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.</li> <li>HEREDITY AND EVOLUTION</li> <li>K.2 – Many different kinds of living things inhabit the Earth</li> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.</li> </ul> | Standard K.1:  2. Make scientific observations using the five senses, and distinguish between an object's observable properties and its name or its uses.  Standard K.2:  4. Observe and write, speak or draw about similarities and differences between plants and animals. | A1. Use the senses and simple measuring tools, such as rulers and equalarm balances, to observe common objects and sort them into groups based on size, weight, shape or color.  A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans). |







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|---|--|---|--|--|
| Unit 2: Protecting the Planet  Lesson 3: CAUTION: Chemicals** | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.2: Use senses and simple measuring tools to collect data.  A INQ.3: Make predictions based on observed patterns.  A INQ.4: Read, write, listen and speak about observations of the | <ul> <li>K.1 – Objects have properties that can be observed and used to describe similarities and differences.</li> <li>K.1.a. – Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.</li> <li>HEREDITY AND EVOLUTION</li> <li>K.2 – Many different kinds of living things inhabit the Earth</li> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.</li> </ul> | Standard K.1:  2. Make scientific observations using the five senses, and distinguish between an object's observable properties and its name or its uses.  Standard K.2:  4. Observe and write, speak or draw about similarities and differences between plants and animals. | A1. Use the senses and simple measuring tools, such as rulers and equalarm balances, to observe common objects and sort them into groups based on size, weight, shape or color.  A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans). |
| Unit 3: Know Your   | A INQ.1: Make observations   | HEREDITY AND EVOLUTION  | Standard K.2:  | A4. Describe the   |







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|--|--|--|---|---|
| Neighbors  Lesson 1: Six and Three are Right For Me**                | and ask questions about objects, organisms and the environment. natural world.  A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.6: Present information in words and drawings. | <ul> <li>K.2 – Many different kinds of living things inhabit the Earth         <ul> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.</li> </ul> </li> <li>STRUCTURE AND FUNCTION         <ul> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> </ul> </li> </ul> | 4. Observe and write, speak or draw about similarities and differences between plants and animals.  Standard 1.2:  2. Identify structures and behaviors used by mammals, birds, amphibians, reptiles, fish and insects to move around, breathe and obtain food and water (e.g., legs/ wings/fins, gills/lungs, claws/fingers, etc.) | similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A 14. Describe the structures that animals, including humans, use to move around. |
| Unit 3: Know Your<br>Neighbors<br>Lesson 2: Living Like<br>an Insect | A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures.  A INQ.6: Present information in  | <ul> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> <li>1.2.a – Animals need air, water and food to survive.</li> </ul>   | Standard 1.2:  1. Infer from direct observation and print or electronic information that most animals and plants need water food and air to stay alive.   | A12. Describe the different ways that animals, including humans, obtain water and food.  A15. Describe the changes in organisms, such as frogs and butterflies, as they   |







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|-------------------|--|---|--|------------------------|
|                   | words and drawings.  A INQ.9: Count, order and sort objects by their properties. | 1.3 – Organisms change in form and behavior as part of their life cycles.  • 1.3.a – Some organisms undergo metamorphosis during their life cycles; other organisms grow and change, but their basic form stays essential the same. | 2. Identify structures and behaviors used by mammals, birds, amphibians, reptiles, fish and insects to move around, breathe and obtain food and water (e.g., legs/wings/fins, gills/lungs, claws/fingers, etc.)  5. Compare and contrast information about animals and plants found in fiction and nonfiction sources.  Standard 1.3:  1. Explain that living things experience a life cycle during which they undergo a predictable sequence of changes from birth, growth, reproduction and death. | undergo metamorphosis. |







| Unit / Lesson            | Grades PreK-2 Core<br>Scientific Inquiry, | CT Science Curriculum<br>Conceptual Themes, | Grade-Level<br>Expectations               | Assessment                            |
|--------------------------|---|---|---|---------------------------------------|
| ** = Core Lessons        | Literacy and Numeracy                     | Conceptual Themes, Content Standards        | Students should be                        |                                       |
| Core Lessons             | Literacy and ivanieracy                   | and Core Science                            | able to:                                  |                                       |
|                          |   | Curriculum Framework                        | dore to.                                  |                                       |
|                          |   | Curriculum Framework                        |   |                                       |
| Unit 3: Know Your        | A INQ.1: Make observations                | HEREDITY AND EVOLUTION                      | Standard K.2:                             | A4. Describe the                      |
| Neighbors                | and ask questions about objects,          |   | 4. Observe and write,                     | similarities and differences          |
| <b>g</b>                 | organisms and the environment.            | <b>K.2</b> – Many different kinds of        | speak or draw about                       | in the appearance and                 |
| Lesson 3: Scamper,       |   | living things inhabit the Earth             | similarities and                          | behaviors of plants, birds,           |
| Skitter, and Crawl**     | <b>A INQ.3:</b> Make predictions          | • <b>K.2.a</b> – Living things have         | differences between                       | fish, insects and mammals             |
| Skitter, and Crawi       | based on observed patterns.               | certain characteristics that                | plants and animals.                       | (including humans).                   |
|                          |   | distinguish them from                       | C4  |                                       |
|                          | A INQ.4: Read, write, listen and          | nonliving things, including                 | Standard 1.2:                             | A 14. Describe the                    |
|                          | speak about observations of the           | growth, movement, reproduction and response | 2. Identify structures and behaviors used | structures that animals,              |
|                          | natural world.                            | to stimuli.                                 | by mammals, birds,                        | including humans, use to move around. |
|                          | A INO 5. Scale information in             | to stilluli.                                | amphibians, reptiles,                     | move around.                          |
|                          | A INQ.5: Seek information in              | STRUCTURE AND FUNCTION                      | fish and insects to                       |                                       |
|                          | books, magazines and pictures.            |   | move around, breathe                      |                                       |
|                          | <b>A INQ.6:</b> Present information in    | 1.2- Living things have                     | and obtain food and                       |                                       |
|                          | words and drawings.                       | different structures and                    | water (e.g., legs/                        |                                       |
|                          | words and drawings.                       | behaviors that allow them to                | wings/fins, gills/lungs,                  |                                       |
|                          | A INQ.9: Count, order and sort            | meet their basic needs.                     | claws/fingers, etc.)                      |                                       |
|                          | objects by their properties.              |   |   |                                       |
| Unit 3: Know Your        | A INQ.4: Read, write, listen and          | STRUCTURE AND FUNCTION                      | Standard 1.2:                             |                                       |
| Neighbors                | speak about observations of the           |   | 2. Identify structures                    |                                       |
| 8                        | natural world.                            | 1.2-Living things have                      | and behaviors used                        |                                       |
| <b>Lesson 4: Staying</b> |   | different structures and                    | by mammals, birds,                        |                                       |
| Alive                    | A INQ.5: Seek information in              | behaviors that allow them to                | amphibians, reptiles,                     |                                       |
| 11111                    | books, magazines and pictures.            | meet their basic needs.                     | fish and insects to                       |                                       |







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|--|--|--|---|--|
|  |  | NOTE: This lesson is more closely aligned with CT Science Standard 3.2 (Heredity and Evolution), which deals with adaptations.   | move around, breathe<br>and obtain food and<br>water (e.g., legs/<br>wings/fins, gills/lungs,<br>claws/fingers, etc.)                                       |  |
| Unit 3: Know Your<br>Neighbors<br>Lesson 5: People Need<br>Plants      | A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures.  A INQ.9: Count, order and sort objects by their properties.                                | <ul> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> <li>1.2.b – Plants need air, water and sunlight to survive.</li> </ul>  | Standard 1.2:  3. Sort and classify plants (or plant parts) by observable characteristics (e.g., leaf shape/size, stem or trunk covering, flower or fruit). | A13. Describe the different structures plants have for obtaining water and sunlight. |
| Unit 3: Know Your<br>Neighbors<br>Lesson 6: Some Seeds<br>Grow Weeds** | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures. | <ul> <li>STRUCTURE AND FUNCTION</li> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> <li>1.2.b – Plants need air, water and sunlight to survive.</li> <li>NOTE: This lesson is more closely</li> </ul> |   |  |







| Unit / Lesson      | Grades PreK-2 Core  | CT Science Curriculum  | Grade-Level                             | Assessment  |
|--------------------|---|--|---|---|
|                    | Scientific Inquiry,   | Conceptual Themes,   | Expectations                            |   |
| ** = Core Lessons  | Literacy and Numeracy   | Content Standards  | Students should be                      |   |
|                    |   | and <b>Core Science</b>  | able to:                                |   |
|                    |   | Curriculum Framework   |   |   |
|                    | T   | aligned with <b>CT Science Standard</b>                        | T                                       | Ī   |
|                    |   | 2.2 (Structure and Function),                                  |   |   |
|                    |   | which deals with plant life cycles.                            |   |   |
| Unit 3: Know Your  | A INQ.1: Make observations                                      | HEREDITY AND EVOLUTION   | Standard K.2:                           | A4. Describe the                                      |
| Neighbors          | and ask questions about objects,                                |  | 4. Observe and write,                   | similarities and differences                          |
|                    | organisms and the environment.                                  | <b>K.2</b> – Many different kinds of                           | speak or draw about                     | in the appearance and                                 |
| Lesson 7: Merrily  | A INO 2. Has sanges and simple                                  | living things inhabit the Earth.                               | similarities and                        | behaviors of plants, birds, fish, insects and mammals |
| We Move Along      | A INQ.2: Use senses and simple measuring tools to collect data. | STRUCTURE AND FUNCTION   | differences between plants and animals. | (including humans).                                   |
| (How Seeds Travel) | measuring tools to conect data.                                 | STRUCTURE AND TUNCTION   | plants and animals.                     | (meruding numans).                                    |
|                    | A INQ.3: Make predictions                                       | <b>1.2</b> – Living things have different                      | Standard 1.2:                           | <b>A13.</b> Describe the different                    |
|                    | based on observed patterns.                                     | structures and behaviors that allow                            | 1. Infer from direct                    | structures plants have                                |
|                    | •   | them to meet their basic needs.                                | observation and print or                | for obtaining water and                               |
|                    | A INQ.4: Read, write, listen and                                | • <b>1.2.b</b> – Plants need air,                              | electronic information                  | sunlight.   |
|                    | speak about observations of the                                 | water and sunlight to  | that most animals and                   |   |
|                    | natural world.  | survive.   | plants need water food                  |   |
|                    |   | NOTE: This legger is also alterned                             | and air to stay alive.                  |   |
|                    |   | NOTE: This lesson is also aligned with CT Science Standard 2.2 | 3. Sort and classify                    |   |
|                    |   | (Structure and Function), which                                | plants (or plant                        |   |
|                    |   | deals with plant life cycles.                                  | parts) by observable                    |   |
|                    |   | F  | characteristics (e.g.,                  |   |
|                    |   |  | leaf shape/size, stem or                |   |
|                    |   |  | trunk covering, flower                  |   |
|                    |   |  | or fruit).                              |   |
|                    |   |  | Standard 2.2:                           |   |







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|--|---|--|---|--|
|  |   |  | 5. Compare and contrast<br>how seeds of different<br>plants are adapted for<br>dispersal by water,<br>wind or animals.  |  |
| Unit 4: Pest or Pal  Lesson 1: The Good, the Bad, and the Ugly** | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures.  A INQ.9: Count, order and sort objects by their properties. | HEREDITY AND EVOLUTION  K.2 – Many different kinds of living things inhabit the Earth.           | Standard K.2:  6. Recognize varied individuals as examples of the same kind of living thing (e.g., different color rabbits are all rabbits; different breeds of dogs are all dogs). | A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A12. Describe the different ways that animals, including humans, obtain water and food. |
| Unit 4: Pest or Pal Lesson 2: What's Bugging You?                | A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.6: Present information in  | HEREDITY AND EVOLUTION  K.2 – Many different kinds of living things inhabit the Earth            | Standard K.2: 6. Recognize varied individuals as examples of the same kind of living thing (e.g.,   | A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  |







| Unit / Lesson              | Grades PreK-2 Core                     | CT Science Curriculum                         | Grade-Level                | Assessment                         |
|----------------------------|--|---|----------------------------|------------------------------------|
|                            | Scientific Inquiry,                    | Conceptual Themes,                            | Expectations               |                                    |
| ** = Core Lessons          | Literacy and Numeracy                  | Content Standards                             | Students should be         |                                    |
|                            |  | and Core Science                              | able to:                   |                                    |
|                            |  | Curriculum Framework                          |                            |                                    |
|                            |  |   |                            |                                    |
|                            | words and drawings.                    |   | different color rabbits    |                                    |
|                            | A INQ.9: Count, order and sort         |   | are all rabbits; different |                                    |
|                            | objects by their properties.           |   | breeds of dogs are all     |                                    |
|                            |  |   | dogs).                     |                                    |
| <b>Unit 5: IPM Methods</b> | A INQ.1: Make observations             | HEREDITY AND EVOLUTION                        | Standard K.2:              | A4. Describe the                   |
|                            | and ask questions about objects,       | ***   | 4. Observe and write,      | similarities and differences       |
| Lesson 1: Ladybugs         | organisms and the environment.         | <b>K.2</b> – Many different kinds of          | speak or draw about        | in the appearance and              |
| to the Rescue**            | A DVO 4 D 1 1 1 1 1                    | living things inhabit the Earth               | similarities and           | behaviors of plants, birds,        |
|                            | A INQ.4: Read, write, listen and       | • <b>K.2.a</b> – Living things have           | differences between        | fish, insects and mammals          |
|                            | speak about observations of the        | certain characteristics that                  | plants and animals.        | (including humans).                |
|                            | natural world.                         | distinguish them from                         | Standard 1.2:              | <b>A12.</b> Describe the different |
|                            | A INQ.5: Seek information in           | nonliving things, including growth, movement, | 1. Infer from direct       | ways that animals,                 |
|                            | books, magazines and pictures.         | reproduction and response                     | observation and            | including humans, obtain           |
|                            | books, magazines and pictures.         | to stimuli.                                   | print or electronic        | water and food.                    |
|                            | <b>A INQ.6:</b> Present information in | to suman.                                     | information that most      | Water data 155 di                  |
|                            | words and drawings.                    | STRUCTURE AND FUNCTION                        | animals and plants need    | <b>A 14.</b> Describe the          |
|                            | Words and drawings.                    |   | water food and air to      | structures that animals,           |
|                            |  | <b>1.2</b> – Living things have different     | stay alive.                | including humans, use to           |
|                            |  | structures and behaviors that allow           | 2. Identify structures     | move around.                       |
|                            |  | them to meet their basic needs.               | and behaviors used         |                                    |
|                            |  | • 1.2.a – Animals need air,                   | by mammals, birds,         |                                    |
|                            |  | water and food to survive.                    | amphibians, reptiles,      |                                    |
|                            |  |   | fish and insects to        |                                    |
|                            |  |   | move around, breathe       |                                    |
|                            | Í                                      | <u> </u>                                      | •                          |                                    |







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|---|--|--|---|---|
| Unit 5: IPM Methods Lesson 2: Itsy Bitsy Spider | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures. | HEREDITY AND EVOLUTION  K.2 – Many different kinds of living things inhabit the Earth.  STRUCTURE AND FUNCTION  1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.  • 1.2.a – Animals need air, water and food to survive. | and obtain food and water (e.g., legs/ wings/fins, gills/lungs, claws/fingers, etc.)  Standard K.2:  4. Observe and write, speak or draw about similarities and differences between plants and animals.  Standard 1.2:  1. Infer from direct observation and print or electronic information that most animals and plants need water food and air to stay alive.  2. Identify structures and behaviors used by mammals, birds, amphibians, reptiles, fish and insects to move around, breathe | A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A12. Describe the different ways that animals, including humans, obtain water and food.  A 14. Describe the structures that animals, including humans, use to move around. |







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|---|---|--|---|---|
|   |   |  | and obtain food and<br>water (e.g., legs/<br>wings/fins, gills/lungs,<br>claws/fingers, etc.) |   |
| Unit 5: IPM Methods  Lesson 3: To Catch a  Leprechaun | A INQ.5: Seek information in books, magazines and pictures.  A INQ.6: Present information in words and drawings.      | SCIENCE AND TECHNOLOGY IN SOCIETY  K.4 – Some objects are natural, while others have been designed and made by people to improve the quality of life.  • K.4.a – Humans select both natural and man- made materials to build shelters based on local climate conditions, properties of the materials, and their availability in the environment. |   | A9. Describe the types of materials used by people to build houses and the properties that make the materials useful. |
| Unit 5: IPM Methods  Lesson 4: Easy as Pie**          | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.3: Make predictions | <b>PROPERTIES OF MATTER K.1</b> – Objects have properties that can be observed and used to describe similarities and   | Standard K.1:  2. Make scientific observations using the five senses, and distinguish between |   |







| ** = Core Lessons                            | Grades PreK-2 Core<br>Scientific Inquiry,<br>Literacy and Numeracy   | CT Science Curriculum Conceptual Themes, Content Standards and Core Science Curriculum Framework   | <b>Grade-Level Expectations</b> Students should be able to:   | Assessment  |
|--|--|--|---|---|
|  | based on observed patterns.  A INQ.6: Present information in words and drawings.   | differences.   | an object's observable<br>properties and its name<br>or its uses.   |   |
| Unit 5: IPM Methods Lesson 5: Mouse Mess     | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures. | <ul> <li>STRUCTURE AND FUNCTION</li> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> <li>1.2.a – Animals need air, water and food to survive.</li> </ul> | Standard 1.2: 5. Compare and contrast information about animals and plants found in fiction and nonfiction sources. | A12. Describe the different ways that animals, including humans, obtain water and food.   |
| Unit 5: IPM Methods  Lesson 6: U R  LUNCH!** | A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.2: Use senses and simple measuring tools to collect data.  A INQ.3: Make predictions based on observed patterns.                       | <ul><li>HEREDITY AND EVOLUTION</li><li>K.2 – Many different kinds of living things inhabit the Earth.</li></ul>  | Standard K.2:  4. Observe and write, speak or draw about similarities and differences between plants and animals.   | A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A12. Describe the different ways that animals, |







| Unit / Lesson                  | Grades PreK-2 Core  | CT Science Curriculum  | Grade-Level  | Assessment                               |
|--------------------------------|---|--|--|--|
|                                | Scientific Inquiry,   | Conceptual Themes,   | Expectations   |  |
| ** = Core Lessons              | Literacy and Numeracy   | Content Standards  | Students should be   |  |
|                                |   | and Core Science   | able to:   |  |
|                                |   | Curriculum Framework   |  |  |
|                                |   |  |  |  |
|                                | A INQ.9: Count, order and sort objects by their properties.   |  |  | including humans, obtain water and food. |
| <b>Unit 5: IPM Methods</b>     | A INQ.1: Make observations  | PROPERTIES OF MATTER   | Standard K.1:  |  |
| Lesson 7: Wrap Up and Review** | and ask questions about objects, organisms and the environment.  A INQ.3: Make predictions based on observed patterns.  A INQ.6: Present information in words and drawings. | <b>K.1</b> – Objects have properties that can be observed and used to describe similarities and differences. | 2. Make scientific observations using the five senses, and distinguish between an object's observable properties and its name or its uses. |  |

